DOCUMENT RESUME

ED 426 671 HE 031 829

TITLE	California Postsecondary Education Commission Workplan, 1999 and Beyond. Commission Report 98-7.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	1998-12-00
NOTE	33p.
AVAILABLE FROM	California Postsecondary Education Commission, 1303 J St., Sacramento, CA 95814-2938; Tel: 916-445-7933.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Data Collection; Demography; Educational Finance; *Educational Policy; Educational Trends; Government Role; Higher Education; *Long Range Planning; Public Colleges; State Universities; *Statewide Planning; Student Financial Aid; Trend Analysis
IDENTIFIERS	*California

ABSTRACT

This report identifies planned activities to be undertaken through the year 2004 to develop postsecondary education in California. Following an executive summary, section 1 of the report identifies recent changes in the environmental context of California postsecondary education in the following areas: elementary and secondary schools, California community colleges, the California State University, the University of California, independent colleges and universities, other postsecondary education, the California Postsecondary Education Commission, and political and budgetary issues. Section 2 summarizes major Commission activities that are conducted annually or periodically, including data collection, reporting, and information dissemination; legislative mandates and directives; governmental and external relations; program administration; and public communication. Section 3 describes six planned comprehensive studies identified as critical to effective planning and decision making. These include: (1) estimating how many additional students will need to be accommodated in the next decade; (2) estimating the state's capacity to accommodate more student enrollment; (3) monitoring and facilitating the educational progression of students; (4) promoting institutional effectiveness and efficiency; (5) financing the higher education enterprise; and (6) assessing the impact of financial aid policies. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 671

Long-term
Mid-term
Short-term

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION WORKPLAN, 1999 and Beyond

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

CA Postsecondary Education Commission

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 031 829

DECEMBER 1998 COMMISSION REPORT 98-7

Summary

This report updates a staff-prepared workplan of activities to be undertaken through the year 2004, which the Commission accepted in December 1998. The activities contained in the *California Postsecondary Education Commission Workplan, 1999 and Beyond* are derived from statutory and State Budget mandates, including recurring responsibility to provide the Governor, the Legislature, and others with specific information about postsecondary education. Section Two of the report summarizes the major activities that are conducted annually or periodically throughout each year. Additionally, Section Three of the report describes a series of six comprehensive studies the Commission and its staff have identified as critical to effective planning and to informed decisions that higher education policy makers will be called upon to make. The studies that have been included in this workplan include:

- Estimating how many more students will need to be accommodated in the next decade;
- Estimating the State's capacity to accommodate more student enrollment;
- Monitoring and facilitating the educational progression of students;
- Promoting institutional effectiveness and efficiency;
- Financing the higher education enterprise; and
- Assessing the impact of state financial aid policies.

Each of the comprehensive studies has multiple components to them and requires different amounts of time and resources to complete. The components of each comprehensive study have been grouped by estimated time required:

- **Short-term** – the study component will be undertaken and completed within one to two years;
- **Mid-term** – the study component will require more than two but not more than five years to complete; and
- **Long-term** – the study component in not likely to be undertaken prior to the 2003-04 fiscal year and will probably require additional resources to be allocated for that purpose.

The Commission adopted this report at its meeting on December 7, 1998. Questions about the substance of this report may be directed to Charles A. Ratliff at 916-322-8017, or through e-mail at cratliff@cpec.ca.gov. Copies of the report may be obtained by writing the Commission at 1303 J Street, Suite 500, Sacramento, CA. 95814-2938; or by telephone at 916-445-7933.

BEST COPY AVAILABLE

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION WORKPLAN, 1999 and BEYOND

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

COMMISSION REPORT 98-7
PUBLISHED DECEMBER 1998

Contributing Staff Charles A. Ratliff

This report, like other publications of the California Postsecondary Education Commission, is not copyrighted. It may be reproduced in the public interest, but proper attribution to Report 98-7 of the California Postsecondary Education Commission is requested.

Contents

Page	Section
1	Executive Summary
3	ONE The Environmental Context of California Postsecondary Education
3	Elementary and Secondary Schools
3	California Community Colleges
4	California State University
4	University of California
4	Independent Colleges and Universities
4	Other Postsecondary Education
5	California Postsecondary Education Commission
5	Political and Budgetary Issues
7	TWO Recurring Commission Responsibilities and Activities
7	Data Collection, Reporting, and Information Dissemination
8	Legislative Mandates and Directives
9	Governmental and External Relations
10	Program Administration
11	Public Communication
13	THREE Planning to Ensure Improved Student Outcomes
13	Preparing to Accommodate Larger Numbers of Students

Page	Section
14	Study 1: Estimating How Many More Students Will Need to be Accommodated
16	Study 2: Estimating the State's Capacity to Accommodate More Student Enrollment
17	Increasing Public Accountability for Student Achievement and Institutional Performance
18	Study 3: Monitoring and Facilitating the Educational Progression of Students
19	Study 4: Promoting Institutional Effectiveness and Efficiency
20	Financing Higher Education and Preserving its Affordability
21	Study 5: Financing the Higher Education Enterprise
22	Study 6: Assessing the Impact of State Financial Aid Policies
22	Other Postsecondary Education Issues

Executive Summary

IN FEBRUARY, 1996, the Commission formally adopted a multi-year workplan to guide staff activities from 1996 through 2000. The workplan contained a section describing key components of the context within which the Commission and educational institutions must operate. The multi-year workplan differed from those previously adopted by the Commission in earlier years in the following manner:

- Rather than focus on a one-year time frame, the workplan describes activities and projects that will need to be addressed and, hopefully, completed over a five-year time period. This workplan more realistically reflects unavoidable delays in completing specific projects due to the need to gather information from other sources before beginning staff analysis, changes in staffing at the Commission that have occurred since the original workplan was adopted, and the introduction of activities and projects that have been perceived as more pressing than those described in the previous workplan. The multi-year format has been retained in this edition of the Commission workplan.

- The environmental context, although it remains turbulent, has been revised to reflect current circumstances. It also serves as the basis for some of the recommended revisions to the workplan. In this edition, the entire workplan is included, although reorganized slightly to more clearly delineate the set of recurring activities and policy issues in which Commission staff will be engaged. Section Two summarizes the set of recurring activities designed to meet statutory responsibilities assigned to the Commission. Section Three contains a set of six comprehensive policy studies organized under the theme Planning for Improved Student Outcomes -- a sub-topic of the Commission's long-range planning report entitled *The Challenge of the Century*. Each of the comprehensive studies described contains multiple components expected to be completed at varying times over the next five years and reflects current and emerging policy priorities of the Governor, the Legislature, and the Commission itself. It is important to keep in mind that this workplan is intended to organize the Commission's activities over the next five years. It is not a long range plan for postsecondary education in the state.

- Finally, each discrete activity or product expected to be presented to the Commission for review is accompanied by a priority designation. The designations used are intended more to reflect the window of time within which the activity is likely to be completed than the importance of the project or activity to the Commission. The specific priority designations used include the following:

Recurring: the activity or product occurs annually or continuously throughout the year, usually in response to statutory mandates.

Short-term: the activity or study component is expected to be undertaken during the current fiscal year and completed within two years or less. Short term products with a recurring designation as well refer to activities scheduled to be completed over a one to two year period with periodic updates provided to the Commission.

Mid-term: the activity or product is not expected to be undertaken for two years and will then take from two to three years to complete, for an overall timeframe of two to five years from adoption of this workplan.

Long-term: the activity or product is not likely to be undertaken prior to the 2003-04 fiscal year and will probably require additional resources to be allocated to the Commission for that purpose.

1 The Environmental Context of California Postsecondary Education

THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION is charged by statute to engage in long-range planning for postsecondary education, among other responsibilities, in order to promote educational attainment among state residents and reduce undesirable duplication of programs. To guide its activities in exercising its multiple responsibilities, the Commission adopts a workplan that reflects the major activities in which its staff will be engaged. As with all of postsecondary education, the Commission recognizes that it must carry out its responsibilities in a rapidly changing environment and unpredictable resource base. The Commission has therefore elected to adopt a workplan that reflects a three to five year period and annually reviews it to assess achievement and the need for revisions.

A number of key environmental changes have occurred since the Commission last reviewed its workplan. Among them are:

Elementary and secondary schools

- The State Board of Education has adopted academic content standards for English/Language Arts and Mathematics, and History/Social Sciences and Science.
- Upon gubernatorial directive, the State Department of Education implemented the State Testing and Reporting (STAR) system in spring 1998 to assess the performance of public school students.
- In June 1998, California voters decided to end bilingual instruction in public schools and substitute a one-year English immersion program for students with limited English proficiency. They also decided to pass Proposition 209 which, in effect, eliminated preference programs and seriously curtailed affirmative action efforts in the State.

California Community Colleges

- The Community Colleges Board of Governors selected a new chancellor, adopted a strategic plan to guide its growth and development through the year 2005, and has introduced a performance funding component to its budgeting process.
- Both the Commission and the California Citizens Commission for Higher Education have completed studies on community college governance and issued recommendations on ways in which the colleges can be governed and administered more effectively and as a unified state system.

- The California Community Colleges proposed a Partnership for Excellence Program in which it pledged to provide greater accountability for institutional outcomes in exchange for increased state support. This proposal has been accepted and $100 million budgeted to support this outcomes-based program.

California State University

- The California State University completed its Cornerstones Project in which it attempted to define the meaning of the baccalaureate, commit itself to greater accountability, and identify the principles that will guide its growth and development into the future.
- The California State University completed its first full year of implementing its trustee-adopted program to reduce the need for remedial instruction by incoming freshman students. First year data underscored the enormity of the challenge the Board of Trustees has undertaken.
- The Board of Trustees selected Charles Reed as its new Chancellor, who has announced that improvements in the effectiveness and productivity of teacher education programs will be among the system's highest priorities.

University of California

- The University of California completed its first full year of admissions decisions for all levels of enrollment under the restrictions imposed by the Board of Regents adoption of SP-1 and by subsequent voter adoption of Proposition 209.
- The University of California continues its planning for establishing a tenth campus in the Central Valley.

Independent colleges and universities

- Enrollment within the independent colleges and universities continues to reflect a decade-long tend of growth. Between 1996 and 1997, enrollment increased from 193,074 to 202,194 – a growth of 4.7 percent. Preliminary enrollment data for fall 1998 indicate that freshman enrollment will increase three to five percent compared to fall 1997.
- During the 1990 decade, enrollment of Black, Latino, Asian/Pacific Islander, and Native American students has increased steadily. Thirty-nine percent of the 1997 domestic undergraduate enrollment were comprised of students from these groups and it is estimated that the percentage will increase to approximately 40 percent during the 1998-99 academic year.

Other postsecondary education

- A proposed California Virtual University moved closer to implementation by formation of a Board of Directors and discharge of its Design Team. In addition, Stanley Chodorow has been selected as its first chief executive officer.
- In January 1998, the oversight of private postsecondary and vocational schools and colleges was transferred to a bureau within the Department of Consumer Affairs, prompting concerns about whether this sector will remain a viable means

of accommodating the post high school education and training needs of Californians.

California Postsecondary Education Commission

- The recession of the early 1990s reduced the Commission's budget significantly. Between 1990-91 and 1997-98, the agency's General Fund support budget declined by 16.5 percent. While annual General Fund appropriations have been on the rise since 1994-95, the Commission's available resources are still more than $595,000 below that which was available at the beginning of the decade -- a situation that reflects a real loss of support as well as a reduction in the flexibility previously available to the Commission to carry out its statutory responsibilities.
- Along with the reduction in fiscal resources, the Commission has experienced a substantial decline in the size of its staff. Beginning with the start of this decade, Commission staff has decreased by over one-quarter and now consists of 37.5 positions.
- To accommodate this change in the amount of resources available to conduct its activities, the Commission has made choices among its competing responsibilities, declined to conduct specific activities previously carried out, endeavored to enhance its efficiency, and modified its traditional modes of communication.

Political and budgetary issues

- On November 3, 1998, California voters elected Gray Davis as the successor to Governor Wilson. This change of administration presents the possibility of both new challenges and opportunities to preserve and expand the accessibility, affordability, and accountability of postsecondary education institutions in California.
- The State economy continued strong recovery from the last recession. This has generated a budget surplus that permits decisions to invest more than minimum guarantees to support public education, maintain or reduce mandatory student fees in public higher education, and support various educational reforms.

2 Recurring Commission Responsibilities and Activities

THE COMMISSION was created by the Legislature and Governor in 1974 to serve as the State's independent agency for the coordination and planning of postsecondary education and to advise both the Legislature and Governor on major issues in higher education. In addition, the Commission serves as the clearinghouse for information on postsecondary education. The specific set of responsibilities ascribed to the Commission are detailed in the California Education Code §66903. This section of the workplan provides a description of the set of activities in which staff are engaged continuously throughout the year to meet the statutory charge given to the Commission in the Education Code.

Data collection, reporting, and information dissemination

Section 66903 (g) of the Education Code stipulates that the Commission shall establish and maintain a comprehensive database of information on postsecondary education and assure comparability of data between and among institutions. The Code also provides the Commission with the authority to require public colleges and universities to submit data necessary for the Commission to carry out its responsibilities. Commission staff collect these data continuously throughout the year and update the Commission's database, which serves as a resource for the Commission's policy work, and for national policy and research communities. To enhance the usefulness of the Commission's database, efforts will continue to secure the cooperation of the public systems in supplying a common student identifier to student records such that longitudinal analysis can be added to the Commission's work.

In its role as the State's 1202 agency -- for purposes of administering federal programs and activities -- the Commission serves as the state coordinator for annual collection of data contained in the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Educational Statistics (NCES). Institutions are now required to submit IPEDS data as a condition of participation in federal Title IV financial aid programs. Commission-maintained data and IPEDS data are combined to respond to numerous requests for statewide information on postsecondary education.

Because the Commission's database is such a valuable resource, thousands of inquiries for Commission-maintained data are received annually, prompting Commission staff to consolidate and publish annual and periodic reports of the most frequently requested data in order to conserve limited resources. In addition, much of this data is made available via the Internet on the Commission's home page (http://www.cpec.ca.gov) to facilitate more timely updates and broader dissemination to members of the public who have the capability of accessing the Internet. These publications include the following:

- **Student Profiles** - An annual publication providing summary data on such areas as total postsecondary education enrollment in the State, characteristics of first-time freshman students, characteristics of transfer student, transfer outcomes of community colleges, degrees and certificates awarded, etc. [*Completed October, 1998; next Publication Date*: October, 1999] **Priority: Recurring**

- **Fiscal Profiles** - An annual publication providing summary data over time of such areas as total expenditures for postsecondary education by fund source, total student fees, expenditures for instruction, total revenue sources, and "constant dollar" revenue available. [*Completed September, 1998; next Publication Date*: September, 1999] **Priority: Recurring**

- **The College Guide** - A periodic publication listing every public, independent, and private postsecondary institution authorized to operate in the State, demographic information on each institution, and the academic program offerings at each institution. [*Publication Date*: Every 4-5 years] **Priority: Mid-term**

Legislative mandates and directives

Commission staff engage in a number of activities throughout the year that are mandated by statute or which stem from directives of the Legislature, as expressed in resolutions or budget language. These activities do not always result in published reports to the Commission but nonetheless consume staff time and resources. Review of all new academic programs proposed by public colleges and universities prior to their implementation is an example of a mandated activity that consumes considerable staff resources but seldom is summarized in a written report to the Commission. Moreover, Commission staff believe they will increasingly be engaged in future studies of a more comprehensive nature regarding academic program planning associated with expanding capacity to accommodate enrollment demand, including distance education. Other legislative mandates and directives requiring staff attention include: review of new campus sites and centers being proposed by the public systems, examination of executive compensation in California's public universities, review and calculation of faculty salaries in comparison to comparable institutions nationally, etc. Specific reports expected from staff activity with respect to recurring responsibilities in this area include:

- **The Performance of California Public Colleges and Universities** - An annual report containing information on specific student and institutional outcomes prepared in response to Assembly Bill 1808 (Statutes of 1991). [*Completed December, 1998; next Publication Date*: December, 1999] **Priority: Recurring**

- **Faculty Salaries in California Colleges and Universities** - An annual report containing information on the compensation of faculty in California's two public university systems and the extent to which that compensation level leads or lags faculty salaries at a set of comparable institutions nationally. [*Completed* April, 1998; *next Publication Date*: April, 1999] **Priority: Recurring**

- **Reviewing New Campuses and Centers** - The Commission must approve any proposal for a new campus or off-campus center by a public system pursuant to

Education Code §66904. Among the proposals that the Commission may be asked to review during the time covered by this workplan is a new campus of the University of California, at least seven new community college campuses and off-campus centers, and, perhaps, one new campus of the California State University. Staff plans to work with all three public systems of higher education to determine the most appropriate timetable for the review process. *[Publication Date*: Beginning in February 1999] **Priority: Short-term**

- **Executive Compensation in California Public Colleges and Universities** - An annual report containing information on the total compensation provided to the Chief Executive Officer and designated senior administrative personnel in California's three public systems of higher education. Staff plans to continue presentation of this information in a concise higher education update rather than in an extended report. [*Completed: April, 1998; next Publication Date*: April, 1999] **Priority: Recurring**

Governmental and external relations

As a key advisor to the Governor and Legislature on higher education issues, Commission staff are required to establish and maintain close relationships with administration and legislative staff members, monitor and provide advice on proposed legislation affecting postsecondary education, and participate in the annual budget process as it pertains to higher education. In order to assure that its advice and oral and written testimony are well-reasoned and comprehensive, staff are also required to monitor and establish positive liaisons with other key participants in the higher education policy arena. These participants include the governing boards of the three public systems of postsecondary education and their administrative staff, the Intersegmental Coordinating Committee, academic senates, the Department of Finance, the Legislative Analyst's Office, student advocacy organizations, and higher education professional organizations. Although they do not always result in written reports, these activities consume considerable staff time and resources.

The Commission also engages in a number of specific budget and legislative activities annually that include:

- Sponsoring or supporting legislation to advance specific policy recommendations that have been adopted by the Commission and advocating its passage (e.g. establishing new long-term student fee policy, investing in pre-collegiate academic development programs);
- Preparing and submitting Budget Change Proposals (BCPs) annually to secure fiscal resources needed to implement activities deemed to be of high priority to the Commission (e.g. securing additional staffing to improve long-range planning and statewide coordination activities, expanding and enhancing the Commission's database, maintaining currency in expertise of existing staff).

Specific products expected to be generated over the duration of this workplan period include:

- **Legislative and Budget Priorities** - An annual statement of priorities presented to the Commission for review and adoption that will guide staff activities for the year during the legislative bill and budget processes. [*To be completed* December, 1998; next Publication Date: December, 1999] **Priority: Recurring**

- **Legislative and Budget Updates** - A regular update prepared for review and action at regularly scheduled Commission meetings that contains a summary description and analysis of all bills being tracked by staff, official Commission positions, and the bills' current status in the legislative process. [*Publication Date*: Four times yearly] **Priority: Short-term**

- **Legislative Profiles** - A special publication prepared for legislative members containing summary information on educational enrollment, student outcomes, and educational institutions located within the legislative district of each member.

- **Legislative Handbooks** – A customized publication prepared for legislative members containing selected district-based information on the postsecondary education enterprise for legislative members assigned to education-related committees. [*Completed for selected members February 1997; next Publication Date*: January, 1999] **Priority: Short-term**

To the extent that resources permit, staff will seek to remain actively involved in discussions with higher education counterparts in other states, including members of SHEEO (State Higher Education Executive Officers), WICHE (Western Interstate Commission for Higher Education), ECS (Education Commission of the States), U.S. Department of Education officials, state Eisenhower Professional Development Program and NSF (National Science Foundation) Systemic State Initiative coordinators, etc.

Program administration

While the vast majority of the Commission's activities are policy-oriented, the Commission has been designated as the State's 1202 agency for purposes of administering federal programs and activities. In this role, Commission staff engage in numerous activities to: (1) monitor changes in federal legislation and regulations that affect administration of various federal programs and activities; (2) monitor and provide periodic reports to Commissioners on federal legislation and budget activity of importance to postsecondary education; and (3) communicate Commission positions on various federal proposals that would have an impact on California's postsecondary education activities and federal program administration. In addition to its federal program administrative activities, staff also administers the State Pipeline project -- a program to attract and prepare prospective teachers. Specific activities and publications associated with this area of the workplan include:

- **Activity**: administer the federal Eisenhower Professional Development Program. This includes: (1) developing competitive grant application and review processes; (2) distributing federal funds to support improved instruction in public and private schools through in-service development of existing teachers and pre-service

training of future teachers; (3) monitoring and evaluating program implementation; and (4) establishing fiscal accounting procedures. **Priority: Short-term/recurring**

- **Federal Update**: a periodic update of federal legislation and regulatory activities that are of interest to the Commission or that focus on key postsecondary education issues. [*Publication Date*: two to four times annually] **Priority: Short-term**

Public communication

Good public communication is a high priority for the Commission. To complement its long-range planning and policy analysis, staff increasingly have been involved in efforts to: (1) more broadly disseminate the policy recommendations of the Commission; (2) expand public understanding of postsecondary education policy issues; and (3) generate increased appreciation and support for the contributions of postsecondary education to the California commonwealth. As appropriate, staff will prepare short press releases and advisories to alert the media of recent policy recommendations adopted by the Commission. Occasionally, these may be augmented by a press conference. Specific activities and publications associated with this area of the workplan include the following:

- **Fact Sheets and Higher Education Updates** - Short two-page publications presenting data pertinent on a particular aspect of postsecondary education policy or performance (Fact Sheets) and four-page publications summarizing Commission analysis of discrete aspects of the postsecondary education enterprise (Higher Education Updates). These publications are usually extracted from Commission studies conducted throughout the workplan period and/or address significant policy issues and challenges facing California's education system. [*Publication Date*: Varied throughout the year] **Priority: Short-term/recurring**

- **Issue Briefs** - Short two-page publications that summarize key policy and/or fiscal issues for postsecondary education and suggest key questions and understandings that should be sought. This publication does not typically incorporate Commission analysis in order to foster open policy discussion on the topic of the issue brief. [*Publication Date*: Varied throughout the year] **Priority: Short-term/recurring**

Staff will also be engaged in responding to numerous phone inquiries from members of the press, the general public, educators and researchers, and others for background and specific information on postsecondary education activities in California. These activities consume a considerable amount of staff time although they seldom result in tangible products for Commission review.

Summary Listing of Activities and Products for Recurring Commission Responsibilities			
Service activities and work products	*Short-term [1-2 Years]*	*Mid-term [2-5 Years)*	*Recurring Activity*
Collection and processing of IPEDS data			x
Receive and respond to public information requests			x
Produce Student Profiles Report	x		
Produce Fiscal Profiles Report	x		
Update the College Guide Publication		x	
The Performance of California Public Colleges and Universities	x		
Faculty Salaries in California Colleges and Universities	x		
Reviewing New Academic Programs			x
Reviewing New Campuses and Centers			x
Executive Compensation in California Public Colleges and Universities	x		
Sponsoring and/or Supporting Legislation			x
Submission of Budget Change Proposals	x		
Legislative and Budget Priorities	x		
Legislative and Budget Updates			x
Legislative Profiles and Handbooks	x		
Administration of Eisenhower Program			x
Report on Federal Legislation and Activities			x
Fact sheets, Issue Briefs, and Higher Education Updates			x
Academic Program Reviews			x

3 Planning to Ensure Improved Student Outcomes

CALIFORNIA IS CURRENTLY FACING the greatest postsecondary education challenge of this century and possibly the next: accommodating the coming "Tidal Wave II" of students during a period of fiscal volatility and increased competition from other state programs for tax dollars. During the first four years of this decade, the Legislature annually appropriated fewer dollars than California's public colleges and universities needed to maintain their historic levels of access to high quality education at affordable prices. Although appropriations for higher education have begun to stabilize, the mismatch between available revenue, student demand, student charges, and student resources convinces the Commission that focused attention on adequately financing California's postsecondary education system remains critical to the future of the State.

The Commission is equally convinced that additional investment in higher education must be accompanied by increased public attention and accountability in the use of these resources to achieve improved teaching and learning outcomes. for all students. This is particularly critical for schools that have not traditionally prepared large proportions of its graduates for successful enrollment in baccalaureate degree-granting institutions. The Commission remains concerned that increasing competition for General Fund support does not imperil opportunities for successful college enrollment and completion by students from disabled, impoverished, and underrepresented groups. There are significant public benefits to investing in high quality public institutions and state policy makers should monitor the types of returns it receives for investing public resources in higher education.

This section of the workplan describes the activities and studies to which Commission staff time will be devoted over the next several years. It emphasizes those activities that focus on student preparation and achievement and areas in which the Commission can make a significant or unique contribution.

Preparing to accommodate larger numbers of students

Within this policy area, the Commission believes there are a number of significant issues that are deserving of sustained attention by the Commission, interested policy makers, and other constituencies. Of particular concern are the ways in which the state can accommodate access for all those who seek and can benefit from instruction beyond high school -- a number that the Commission estimated in 1995 to approximate 455,000 more students by the 2005-06 fiscal year than were enrolled in 1993. Access for these additional students must be to high quality education and training opportunities but this will also require that students begin their college careers as well prepared as possible to benefit from such instruction.

Because California relies upon a large pool of well-educated workers to sustain its economic vitality, academically well-prepared students to populate its selective universities, and a broadly educated electorate to sustain its political and social cohesiveness, California must also be concerned with improving the educational outcomes for all students enrolled in public schools, colleges, and universities. Solid academic preparation and knowledge of requirements will assure that Californians who elect to continue their education beyond high school will have the preparation and motivation to successfully complete their educational objectives. Finally, the Commission believes strongly that the achievement of students enrolled in its public institutions should be continuously monitored to assure that the State's investment produces the greatest possible return to society and the individual.

Among the policy issues in this area towards which the Commission will direct its staff to focus its efforts are the following:

Study 1
Estimating how many more students will need to be accommodated

Deriving a reliable method for estimating the number of additional students who may seek to continue their education beyond high school over the next 10 to 15 years is a critical first step to determining whether California can continue to honor its societal commitment to make postsecondary educational opportunities available to all residents who can benefit from instruction. Numerous factors have an impact on student decisions to pursue postsecondary education. As such, this comprehensive study will have a number of components that examine different factors that influence student decisions and that can be documented over time.

The Commission last estimated enrollment demand in 1995. Since then, new high school estimates of university eligibility have been developed and other state agencies have advanced alternative methodologies for estimating enrollment demand, including suggesting enrollment management as a means to control access demand. The Commission will examine the various assumptions advanced, provide justification for a preferred set of assumptions, and recalculate demand estimates based on these preferred assumptions.

The components of this study, and the proposed timeline for completing each component, include the following:

- **College going rates** - The Commission collects and reports changes in college-going rates among various groups of high school graduates in its *Student Profiles* report -- an abstract of student and institutional outcome data. This component of the comprehensive study would analyze trends in college-going behavior and the impact of various policy initiatives on the college-going behavior of specific groups of students. Based on this analysis, estimates will be made about the impact that high school graduates will have on demand for college access. Similarly, known historical patterns of college enrollment by adult learners will be analyzed for their contribution to likely demand for postsecondary education

enrollment, differentiated by discrete age groups. [*Suggested completion date: December 1999*] **Suggested Priority: Short-term**

- **Student transfer trends** - Students take various paths to achieve their educational objectives. This component of the comprehensive study would take advantage of available data on community college enrollment to describe various paths that students take to achieve their educational objectives, including preparation for transfer and actual movement to baccalaureate degree-granting institutions. Within data limitations, historical trends in transfer numbers, coupled with student persistence rates in public colleges and universities, will be analyzed for their impact on upper division enrollment demand. [*Suggested completion date: December 2001*] **Suggested Priority: Short-term**

- **University eligibility of high school graduates** - The Commission periodically estimates the proportion of high school graduates that meet established eligibility requirements for the California State University and the University of California. The last estimate was completed for the class of 1996. The Commission will replicate this study for the high school graduating class of 2000. [*Suggested completion date: December 2001*] **Suggested Priority: Mid-term**

- **Technology-facilitated outreach and high school preparation** - Meeting minimum requirements for university admission is increasingly insufficient. To guarantee selection to the most popular campuses, competitive preparation is now important, if not essential, to admission, particularly to the campus of first choice. This component of the comprehensive study would identify the ways in which technology might enhance collaboration between postsecondary education faculty and high school teachers in the effort to prepare all high school graduates more adequately for successful admission to, and completion of, a college education. It will also identify ways in which the Commission can advocate such collaboration throughout the state. [*Suggested completion date: December 2004*] **Suggested Priority: Mid-term**.

- **Pre-Collegiate outreach and academic development programs** – The State invested more than $60 million for public colleges and universities to work with students and their parents in middle schools in an effort to improve their preparation for successful college enrollment and completion after high school graduation. Success with these efforts will result in larger numbers of students qualified for admission to the California State University or the University of California immediately after high school graduation. This component of the comprehensive study will analyze the success of program participants supported by this investment in attaining full eligibility for admission to one of California's two public universities and its implications for the total numbers of students who will need to be accommodated in each of the three public systems of higher education. Where appropriate, it will include recommendations on ways to assure that higher education initiatives are responsive to the needs of public schools. [*Suggested completion date: January 2005*] **Suggested Priority: Long-term**

Study 2
Estimating the State's capacity to accommodate more student enrollment

Each public college and university is constrained in its ability to accommodate student enrollment by its physical master plan. Estimating the amount of additional capacity that can be obtained from full build-out and intensive use of existing campuses is essential to assessing the need for new campuses. Additionally, assessing the impact of improved high school preparation, year-round use of facilities, infusion of technology, and shorter paths to degree completion are key components of estimating the additional General Fund support that will be required to sustain maximum access to postsecondary educational opportunities. This study would update *A Capacity for Growth* -- a 1995 Commission report estimating General Fund expenditures needed to fund broad access to postsecondary education and the competition for General Fund support from other State-supported activities.

The components of this comprehensive study, and the proposed timeline for completing each component, include the following:

- **Determining physical plant capacity to accommodate students** - California cannot, nor should it seek to, accommodate all estimated demand for access to postsecondary education within public colleges and universities. This component of the comprehensive study would seek to determine the physical capacity of public colleges and universities to accommodate students under various scenarios, including intense utilization of campus facilities and technology-mediated instructional delivery. In addition, it would better describe the capacity of independent colleges and universities to accommodate enrollment demand and describe the geographic distribution of such capacity throughout the state. [*Suggested completion date: December 1999*] **Suggested Priority: Short-term**

- **Forecasting General Fund revenue and expenditures** – Forecasts of likely revenue generation in the future are critical to estimating the capacity of the State to maintain or expand fiscal support for postsecondary education. This component of the study will review various revenue forecasts, their underlying assumptions, and the implications for General Fund support of higher education. It will also review workload-generated demand for General Fund expenditures from other cost centers of the state budget. [*Suggested completion date: December 1999*] **Suggested Priority: Short-term**

- **Analyzing State bond indebtedness** – Capital outlay expenditures are a major factor in estimating the extent to which California will be able to accommodate the estimated numbers of additional students who will want to continue their education beyond high school at existing or new public colleges and universities. This component of the comprehensive study will analyze the State's total debt capacity, current debt levels, and the proportion of total bond indebtedness of the state attributable to higher education. [*Suggested completion date: December 1999*] **Suggested Priority: Short-term**

- **Utilizing private postsecondary and vocational schools, colleges, and universities** - Not all Californians who seek postsecondary education are

interested in earning academic credentials. To accommodate these interests, California approves more than 2,500 schools, colleges, and universities to offer vocational training and certificate and degree programs. This component of the comprehensive study would determine the extent to which private vocational and degree-granting institutions should be incorporated into a comprehensive state strategy to accommodate postsecondary education enrollment demand. In addition, it would assess the appropriateness of retaining oversight of private degree-granting institutions within the Department of Consumer Affairs and, if not appropriate, suggest alternative options for oversight of the educational functions of academic degree-granting institutions. [*Suggested completion date: January 2003*] **Suggested Priority: Mid-term**

- **Facilitating access to teaching and learning through technology-** - Many opinions exist regarding the extent to which technology and telecommunications can assist California in sustaining its commitment to broad access to postsecondary education. State policy makers must make choices among the many requests for state support of technology investments submitted by public colleges and universities. This study would identify and assess the extent to which use of technology and telecommunications can support the efforts of public colleges and universities to accommodate qualified applicants for admission. It will also include recommendations for establishing or modifying State policy guiding State investment in technology. [*Suggested completion date: January 2003*] **Suggested Priority: Long-term**

Increasing public accountability for student achievement and institutional performance

The Commission has long advocated that funding for public colleges and universities should be more stable and adequate to sustain both quality and increased levels of access. Its position is grounded in the belief that education is the State's most important function and that a well-educated populace has always been, and must continue to be, California's most important natural resource.

At the same time, the Commission notes with dismay that California's public education institutions have been less successful than desired in documenting their success in facilitating achievement and progression among all enrolled students to successively higher levels of education. Increasingly, the students who must be educated in California will come from those groups with which public colleges and universities have been least successful. Assuring that these students will receive the levels of education necessary to maintain California's economic vitality will require additional investments of resources. However, unlike past periods of prosperity, California should insist that additional investments be accompanied by a clear set of expectations for all students, collaboration among institutions, and public accountability for use of state resources to improve student achievement; institutional performance, and other measures of productivity.

To this end, the Commission has chosen to direct its staff to invest its resources in the following activities:

Study 3
Monitoring and facilitating the educational progression of students

The framers of California's Master Plan for Higher Education envisioned a well-coordinated system of public and independent colleges and universities combining their resources to provide the broadest possible access to education beyond high school for state residents who could benefit from such instruction. However, different missions assigned to public institutions, different levels of authority and autonomy, and financial incentives that reward competition have provided greater encouragement of system-specific, rather than collaborative, behavior among post-secondary educational sectors. In such an environment, the primacy of students in a teaching-learning relationship can frequently be discounted. The Commission is concerned that student success in achieving their educational objectives be the essential element in formulating educational policy in the state.

The components of this comprehensive study and its associated timelines include the following:

- **Teacher preparation** - The dual impact of burgeoning public school enrollment and class size reduction has generated a huge demand for new teachers -- a demand as high as 250,000 to 300,000 teachers over the next ten years by some estimates. In addition, there is a particular need for teacher expertise in mathematics and science, skill areas that are also in demand in the private sector. This component of the study would seek to describe the various state efforts to meet future demand for competent teachers in the subject areas in which they are most needed and the ways in which these efforts are responsive to public school needs. In addition, it would identify pre-service and in-service programs that are effective in preparing teachers to successfully educate students to meet or exceed the academic and content performance standards adopted by the State Board of Education for public schools. [*Suggested completion date: September 1999*] **Suggested Priority: Short-term**

- **Facilitating student transfer** – Successful transfer from a community college to a baccalaureate degree-granting institution can be quite difficult or relatively easy, depending on the availability of accurate and timely information to students. This component of the study would describe the major factors that have an impact on transfer, delineate the mechanisms currently in existence to facilitate successful student transfer, and identify the relative strengths and weaknesses of each approach. It will also describe progress within the California Community Colleges in documenting numbers of students who become "transfer-ready/eligible" each year and any current impediments to successful transition to baccalaureate degree-granting institutions. [*Suggested completion date: September 1999*] **Suggested Priority: Short-term/recurring**

- **Improving course articulation** - Conventional wisdom suggests that successful student transfer would be facilitated by assigning the same name and number for courses with equivalent academic content, irrespective of the system within which the course is offered. To date, efforts to operationalize such conventional wisdom have been unsuccessful. This study would seek to engage the Intersegmental

Council of Academic Senates (ICAS) in discussions on appropriate steps that can be taken to accelerate the adoption of common core course content of equivalent courses and to assure timely updates of course articulation agreements between public colleges and universities. It would also seek to determine if there is a compelling State interest in requiring statewide articulation agreements among public colleges and universities as a matter of public policy [*Suggested completion date: December 2000*] **Suggested Priority: Mid-term**

- **Monitoring student progression patterns** - California needs to improve its capacity to monitor the paths that students take to complete degree programs and other educational objectives, as well as the amount of time such paths require. This component of the study would seek to acquire the full cooperation of public, independent, and private colleges and universities to monitor the progression of unique cohorts of students centrally and document variation in time to degree completion. In addition, specific policy incentives to encourage the participation and cooperation of all public systems may be recommended. [*Suggested completion date: October 2001*] **Suggested Priority: Mid-term/recurring**

Study 4
Promoting institutional effectiveness and efficiency

The public and state policy makers have stated their desire for greater accountability among its public educational institutions in a variety of ways. School report cards are the most recognized expression of this desire at the elementary and secondary school level. In higher education, the enactment of Assembly Bill 1808 (Statutes of 1991) -- labeled the Higher Education Accountability Act -- is the most concise expression of legislative intent for public colleges and universities. However, efforts to develop a state accountability system for higher education have been frustrated by the absence of a clear set of expected outcomes for student and institutional performance.

The components of this comprehensive study and its associated timelines include the following:

- **Developing expectations for student outcomes and identifying appropriate measures** - This component of the study would seek to develop, in consultation with California State University and University of California representatives, a set of student outcomes that should be expected of California's public universities and appropriate measures for assessing progress in achieving those outcomes. The California Community Colleges' Partnership for Excellence initiative will be examined to identify outcome goals, standards, and measures for consideration by the public university systems as they attempt to identify appropriate goals for their respective systems. [*Suggested completion date: October 2001*] **Suggested Priority: Short-term**

- **Exploring the feasibility of performance-based funding** - A number of states have instituted various forms of performance-based funding for their public colleges and universities. In most cases, a marginal pool of money has been set aside to stimulate focused efforts by public institutions to document achievement

in specified areas of state priority. This project would identify the feasibility of instituting such an initiative for all public colleges and universities in California and, if deemed feasible, suggest criteria for establishing the size of the incentive funding, its distribution, and the state priorities towards which it would be directed. [*Suggested completion date: December 2001*] **Suggested Priority: Mid-term**

- **Effectively utilizing postsecondary education faculty** - Adequate numbers of well qualified faculty are essential to providing students access to the programs that best meet their talents and abilities. This component of the study would gather information on current practices within each public system. Among the topics for which information will be sought are: the ways in which faculty qualitatively enhance the educational experiences of students; the mix of full-time to part-time faculty, tenure-track or permanent faculty to non-tenure-track; the use of contract faculty; the distribution of faculty among professorial ranks; and the impact of retirements on the need for additional faculty. These faculty needs and characteristics have implications for campuses in their efforts to contain costs and rapidly adapt to changing demand for educational and training programs. This component of the comprehensive study would describe current practices within each public system, identify the attendant cost implications, assess any available data on the relationship of faculty time base or tenure status to student outcomes, and offer any recommendations and observations from its assessment. [*Suggested completion date: January 2001*] **Suggested Priority: Mid-term**

Financing higher education and preserving its affordability

The 1990 decade, in particular, has been characterized by extreme economic volatility -- punctuated by one of the most severe economic recessions ever experienced by California at the beginning of the decade, followed by strong economic recovery. This economic "boom and bust" cycle has wreaked havoc on the ability of families to plan to meet their share of the cost of college attendance. Real dollar cuts in State support of public higher education were met by large student fee increases with little advance notice to students and their families. Increases in State grant support for low-income students did not match increases in the number of eligible students resulting from the combined impact of job losses during the recession and huge fee increases. Moreover, federal financial aid continued a distressing pattern of movement toward greater reliance on loans rather than grants or work-study funds. Between 1991 and 1994, more than 140,000 fewer students than expected enrolled in public colleges and universities, partially in response to large fee increases and news reports of teacher lay-offs and class closures. In part because Californians enjoy some of the lowest college and university fees in the nation, increases in mandatory fees have been viewed as precipitous and, as a consequence, have had a disproportionate negative impact on the decision of many students to attend college.

Because the Commission believes that state-level coordination of activities is essential to reducing undesirable competition between educational sectors and to con-

taining the costs of college attendance, it has requested that staff resources be directed to the following policy areas:

Study 5
Financing the higher education enterprise

California rightly takes pride in its system of postsecondary education -- embodied in its Master Plan for Higher Education -- that cumulatively provides high quality educational experiences to nearly two million students through public, independent, and private colleges and universities. Indeed, a much broader cross-section of California's population is served by its postsecondary institutions than was originally envisioned in the Master Plan. Continued population growth and reliance among new sectors of the economy on individuals with advanced education may place an unmanageable strain on California's ability to finance such broad access in the next decade. This study will examine the revenue mix available to finance the State's educational enterprise (public funds, student fees, and private funds) and how that revenue is used (expenditures per FTES) to accommodate what number of students. The study will offer recommendations on the relationship that should be maintained between all revenue components to accommodate the demand for access and maintain affordability for students.

The major components of this comprehensive study and their associated timelines include the following:

- **Financing the major provisions of the Master Plan** - The capacity of state policy makers to finance the ideals embodied in the Master Plan has been severely tested by economic downturns and both revenue and expenditure constraints imposed by voters and the State Constitution. This component of the study would require the Commission to be more active in assessing the extent to which the Master Plan ideals are being achieved under current funding practices and annually offer its recommendations on the manner in which the State should allocate its investment in postsecondary education. [*Suggested completion date: December 1999]* **Suggested Priority: Short-term/recurring**

- **Financing access for talented students from low-income families** - Students who have prepared themselves to benefit from instruction in colleges and selective universities should be able to enroll, irrespective of their economic circumstances or the cost of attendance. This component of the study will describe the full cost of attendance and the level of State investment in each student enrolled in a public institution. It will also provide a rationale for the type of relationship that should exist between mandatory student fees and State-supported financial aid and broaden the definition of the types of aid that should be considered State-supported. In addition, it will offer recommendations intended to replace the current practice of diverting a proportion of new revenue from fee increases in order to expand campus financial aid resources. [*Suggested completion date: October 2000*] **Suggested Priority: Short-term**

- **Long-term student fee policy** - California has been without a long-term student fee policy since 1996. Since then, efforts to enact a new long-term student fee policy have been unsuccessful. This study would identify specific college or

university functions to which student fees should be applied, including supplemental fees to cover part of the cost of technology infusion, and, based upon these identified functions, recommend a new fee policy for adoption by the Legislature and Governor. [*Suggested completion date: October 2001*] **Suggested Priority: Mid-term**

Study 6
Assessing the impact of state financial aid policies

California has sought to preserve broad access to higher education by maintaining a set of high quality public colleges and universities that are tuition-free, with enrollment fees among the lowest in the country. The cost of college attendance, however, is not limited to mandatory student fees. It also includes books and supplies, as well as the cost of living in the area in which the preferred campus is located. State and federal policies pertaining to student financial assistance have a variety of policy objectives and changes in those policies can occasionally have unintended consequences. This study will examine California's major financial aid policy objectives and assess the potential impact on student choices resulting from a shift in the types of financial aid made available.

The major components of this comprehensive study and their associated timelines include the following:

- **Encouraging enrollment in independent institutions** - One of the policy objectives of California's Cal Grant Program is to encourage talented students to choose enrollment in independent colleges and universities operating within the state, thereby relieving some access pressures on public colleges and universities. Policy makers have increased both the numbers of available Cal Grants awards and the maximum award level for students attending independent institutions for this purpose. This study would seek to gather data documenting the extent to which this policy objective is, in fact, having the desired effect on student choices. [*Suggested completion date: May 2000*] **Suggested Priority: Short-term**

- **Financing access through loan indebtedness** - Increasingly, federal support available to assist students in meeting the costs of college attendance is largely comprised of loans -- both subsidized and non-subsidized. States have not been able to adequately compensate for increases in federal loans with state grant support. As a consequence, many low and middle-income students are faced with the prospect of curtailing their educational aspirations in order to avoid debt. Others are incurring debt that, in the aggregate, is approaching record levels. This project would analyze the implications of these trends, their impact on student choices, the effect they have on student choices, and the ways in which California might mitigate the negative impact on the choices and experiences of state residents who desire to enhance their educational attainment. [*Suggested completion date: March 2001*] **Suggested Priority: Mid-term**

Other postsecondary education issues

There are a number of critical policy issues in postsecondary education that are not directly related to efforts to improve student outcomes but are nonetheless worthy of Commission consideration. With increased capacity to function as a "strong

coordinator" of postsecondary education, the Commission should seriously consider providing additional analysis of trend data on postsecondary education performance and undertake studies on a number of key issues. In no particular order of priority, these additional issues include the following:

- **Aligning the monitoring of student progress through elementary, secondary, and postsecondary education** - As a direct result of its long-range planning and policy analysis, the Commission has occasionally called upon postsecondary education to systematically monitor the progress of students over time. This study would permit an analysis of the ways in which students use community colleges and universities to achieve their educational objectives. To do this most efficiently requires the use of a common student identifier. The public schools are similarly seeking to establish a comprehensive student information system. The efforts of public schools and higher education should be coordinated in order to build a more efficient, "seamless" system of education in California.

- **Determining the social and economic benefits of postsecondary education** - The Commission has sought to discuss support for postsecondary education in terms of a state investment that yields public benefits to the commonwealth rather than as a subsidy to private citizens. However, there are private benefits that accrue from a well-funded system of high quality colleges and universities as well. Businesses need well-educated employees and a strong educational system in which these employees are comfortable placing their children. This study would replicate a previous Commission document entitled *The Wealth of Knowledge*, which quantified the economic, social, and political return to the state from its investment in higher education. It would augment this study by identifying ways in which California's colleges and universities can (and should) seek to attract investment and enter into collaborative undertakings with private sector employers.

- **Workforce productivity planning** - California, like most states, is poised to implement major changes in workforce preparation and welfare programs. These changes involve postsecondary institutions as integral components of a statewide strategy to train state residents for gainful employment, particularly through the California Community Colleges. State-approved vocational schools may also be major players in this undertaking. An essential dimension of this strategy, however, will be gathering accurate information on workforce needs in a continually changing economic market such that colleges and other training programs produce "completers" with skills that match those required for available jobs. This project would identify ways in which private employers can collaborate more effectively with postsecondary educational institutions to assure timely production of program completers to meet the workforce needs of the state and local economies

Summary Listing of Comprehensive Studies and Study Components			
Study Description	*Short-term*	*Mid-term*	*Long-term*
Study 1: Estimating how many more students will need to be accommodated			
Colleg-Going Rates	x		
Student Transfer Trends	x		
University Eligibility of High School Graduates		x	
Technology Facilitated Outreach and High School Graduates		x	
Pre-Collegiate Outreach and Academic Development Programs			x
Study 2: Estimating the State's Capacity to Accommodate More Student Enrollment			
Determining Physical Plant Capacity	x		
Forecasting General Fund Revenue and Expenditures	x		
Analyzing State Bond Indebtedness	x		
Utilizing private Postsecondary and Vocational Institutions		x	
Facilitating Access to Teaching and Lerning Through Technology			x
Study 3: Monitoring and Facilitating the Educational Progression of Students			
Teacher Preparation	x		
Facilitating Student Transfer	x		
Improving Course Articulation		x	
Monitoring Student Progression Patterns		x	
Study 4: Promoting Institutional Effectiveness and Efficiency			
Developing Expectations for Student Outcomes	x		
Performance-Based Funding		x	

Postsecondary Faculty Issues		x	
Study 5: Financing the Higher Education Enterprise			
Financing the Major Provisions of the Master Plan	x		
Financing Access for Students from Low-Income Families	x		
Long-Term Student Fee Policy		x	
Study 6: Assessing the Impact of State Financial Aid Policies			
Encouraging Enrollment in Independent Institutions	x		
Financing Access Through Loan Indebtedness		x	

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 16 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Five others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of December 1998, the Commissioners representing the general public are:

Guillermo Rodriguez, Jr., San Francisco; *Chair*
Melinda G. Wilson, Torrance; *Vice Chair*
Mim Andelson, Los Angeles
Alan S. Arkatov, Los Angeles
Henry Der, San Francisco
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Bernard Luskin, Encino
Jeff Marston, San Diego

Representatives of the segments are:

Kyhl Smeby, Pasadena; appointed by the Governor to represent the Association of Independent California Colleges and Universities;

Joe Dolphin, San Diego; appointed by the Board of Governors of the California Community Colleges;

Gerti Thomas, Albany; appointed by the California State Board of Education;

Ralph Pesqueira, San Diego; appointed by the Trustees of the California State University; and

Carol Chandler, Santa Clara; appointed by the Regents of the University of California.

The two student representatives are:
Jacqueline A. Benjamin, Westminster
Darren Guerra, Rancho Cucamonga

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it discusses and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

BEST COPY AVAILABLE

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION WORKPLAN, 1999 AND BEYOND

Commission Report 98-7

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Summaries of these reports are available on the Internet at http://www.cpec.ca.gov. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1997

97-7 *Student Profiles, 1997: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (August 1997)

97-8 *Fiscal Profiles, 1997: The Seventh in a Series of Factbooks About the Financing of California Higher Education* (October 1997)

97-9 *Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities: A Report of the California Postsecondary Education Commission* (December 1997)

97-10 *Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities -- Executive Summary: A Report of the California Postsecondary Education Commission* (December 1997)

1998

98-1 *A Master Plan for Higher Education in California, 1960-1975* (April 1998)

98-2 *Performance Indicators of California Higher Education, 1997: The Fourth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (April 1998)

98-3 *Fiscal Profiles, 1998: The Eighth in a Series of Factbooks About the Financing of California Higher Education* (December 1998)

98-4 *Student Profiles, 1998: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (December 1998)

98-5 *Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices* (December 1998)

98-6 *The Condition of Higher Education in California, 1998* (December 1998)

98-7 *California Postsecondary Education Commission Workplan, 1999 and Beyond* (December 1998)

98-8 *Performance Indicators of California Higher Education, 1998: The Fifth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1998)

98-9 *Toward a Unified State System: A Report and Recommendations on the Governance of the California Community Colleges* (December 1998)